97-84173-16

Atterbury, William Wallace

Socialism and our colleges

[Philadelphia?]

[1920]

97-84173-16
MASTER NEGATIVE #

COLUMBIA UNIVERSITY LIBRARIES
PRESERVATION DIVISION

BIBLIOGRAPHIC MICROFORM TARGET

ORIGINAL MATERIAL AS FILMED - EXISTING BIBLIOGRAPHIC RECORD

308
Z
Box 742

Atterbury, William Wallace, 1866–

Socialism and our colleges; an address by W. W. Atterbury ... delivered at the annual dinner of the General alumni society, University of Pennsylvania, Philadelphia, February 21, 1920. [Philadelphia? 1920]

1 p. l., 13 p. 23cm.

1. Socialism in ~~the~~ U. S. 2. Universities and colleges—U. S.

Title from Bureau of Railway Economics. 9-16 A 20-428/3 Printed by L. C.

(2)

RESTRICTIONS ON USE: *Reproductions may not be made without permission from Columbia University Libraries.*

TECHNICAL MICROFORM DATA

FILM SIZE: 35mm REDUCTION RATIO: 11:1 IMAGE PLACEMENT: IA (IIA) IB IIB

DATE FILMED: 8-29-97 INITIALS: PB

TRACKING # : 27181

FILMED BY PRESERVATION RESOURCES, BETHLEHEM, PA.

SOCIALISM AND OUR COLLEGES

AN ADDRESS

BY

W. W. ATTERBURY

Vice-President, The Pennsylvania Railroad Company

Delivered at the Annual Dinner

of the

General Alumni Society, University of Pennsylvania

Philadelphia, February 21, 1920

308
2
Box 742

SOCIALISM AND OUR COLLEGES

AN ADDRESS BY
W. W. ATTERBURY
VICE PRESIDENT, THE PENNSYLVANIA RAILROAD COMPANY
DELIVERED AT THE ANNUAL DINNER
OF THE
GENERAL ALUMNI SOCIETY, UNIVERSITY OF PENNSYLVANIA
PHILADELPHIA, FEBRUARY 21, 1920

In reading over ex-President Dwight's "Memories of Yale Life and Men," in his description of the elder Professor Silliman appears the following:

"The story which he used to tell his students of his carrrying all the minerals which the institution possessed, in a small candle-box to Philadelphia, when he went there for purposes of study, was illustrative of the conditions in which he began his work in every line."

This took me back a number of years to a most interesting night of our Yale Alumni Association, at which your honored and beloved Provost was the honored guest. In his very delightful talk to our Association he described in detail this incident.

I have asked him for the facts as he gave them to us, and I now repeat them for your benefit:

"When at an early age he was chosen to teach Chemistry and the sciences at Yale, before entering upon his new post, he said, 'Of course, I must report to Philadelphia, which presents more advantages in science than any other place in our country' and thither he went with all the minerals Yale possessed in a small candle-box, and in the winter of 1802-03 heard James Woodhouse in Chemistry—Caspar Wistar in Anatomy—Benjamin Smith Barton in Natural History, and so became one of *ours,* and continued with us in 1803-04.

A GLIMPSE OF OLD PHILADELPHIA

"Some of his letters addressed to the dear ones at home during these years are very interesting. For instance, it seems that he lived and dined in a wedge-shaped house, where Dock Street crosses Walnut Street at an acute angle. There he met Horace Binney, John Sargeant, George Vaux, Robert Hare and others, all of whom attained great eminence in after years. He wrote, 'Our habits were far * * * from those of teetotalers. No person of that description was in our circle. Every gentleman furnished himself with a decanter of wine. As Robert Hare was a brewer of porter and one of our number, his porter was in high request. I do not remember any water-drinkers at our table. There were no manifestations of religion in our house. Grace

SEP / 6 1946

was never said at table. The spirit of Philadelphia society was wordly.'

"He also added,—'The chemical experiments of Woodhouse were, indeed, valuable to me. I had no reason to regret attending his lectures. He supplied the first stepping-stones by which I was enabled to mount higher.'

"But Silliman's great joy was to work in the company of Robert Hare in a cellar-kitchen of their boarding house. They were much occupied with the oxyhydrogen blowpipe, recently discovered by Hare. With this they made most valuable researches.

"And so these two men, happy in one another's society, were linked together laboring to advance their favorite science in our land. Their efforts were most successful. The results command respect to-day.

"This picture throws a side-light upon science teaching and learning in the early days.

"Hare, like Silliman, was a man of the highest integrity—a profound scholar—an admirable teacher—a master of experiment. Both followed loftiest ideals. Both made a lasting impression in our country and abroad; and may well be imitated by us in their firm friendship, in their devotion to the cause they espoused and the institutions they so greatly loved and grandly served—as well as in their earnest pursuit of the truth—indifferent to the allurements of the world."

These men from the University of Pennsylvania afterward, as you all well know, became prominent in academic life, both in the State and in the Nation.

One wonders to-day how these rugged pioneers of civilization would view the wave of so-called Liberalism that has swept over our universities and colleges, and invaded even our church organization.

Brought up as they were in the atmosphere that surrounded the making of our Constitution, can you conceive that they could view with other than abhorrence the doctrines permitted and openly taught in our institutions of learning?

Socialism might fairly be described as the exercise through collective ownership and control of the agencies of productive industry and transportation.

As our civilization develops, its application, through economic necessity, is forced upon us in many of the lines which touch our immediate life. Municipal, state or national ownership of certain elements necessary to our health, comfort and happiness has been imposed upon us.

Heretofore that has been accomplished in a constitutional way. We, as individuals, may not agree with North Dakota with her state-owned grain elevators and flour mills; nor with South Dakota, with her state guarantee of bank deposits. We may differ radically in our judgment as to the

wisdom of these experiments. We cannot, however, criticize the constitutional method under which these experiments are being conducted.

Under the guise of what might be called constitutional socialism there is being advocated openly to-day in our colleges, in our forums and in our churches, doctrines wholly inconsistent with our Constitution.

THERE IS NO FREEDOM TO DESTROY

The first amendment to our Constitution states that Congress shall make no law abridging the freedom of speech or of the press.

Free speech is one of the great rights af an American citizen; but this does not carry with it the right to advocate the overturn of our Government by violence.

Two of your distinguished alumni have given us the following definition of "free speech":

"Free Speech means the right to proclaim views not discordant with the ethical sense of the community."

"Free Speech is the utterance of a person of known high character who speaks neither treason nor obscenity."

I am also quite prepared to admit, with THE NEW REPUBLIC, that "the only safeguard of social structure is criticism"; that "the cultivation of open-mindedness is the only way to temper the victory of the extremists by a wise modera-

tion"; and that "thought is the one weapon of tried utility in a difficult and complex world."

The following are two extracts from evidence by a Socialist witness, the chief defender of the five suspended Socialist Assemblymen now on trial for disloyalty in the State of New York:

"The conviction of Eugene V. Debs in the United States Supreme Court for treasonable statements was a shame and a blot on the nation and as practical repudiation of that court the witness would name Debs as the Socialist nominee for President at the next election.

"In the final class struggle, deemed inevitable, 'a little shooting' may be necessary to supplement political action in upholding the majority.

"Victor L. Berger was right in contending that the bullet may back up the ballot.

"The Socialist Party arrogates to itself the complete right of determining whether a war in which the Nation engages is defensive and just. If its interpretation did not sustain Congress, the Socialist Party would always retain its right of repudiating the action of Congress."

"Each of the 500,000 Socialist voters and of the 2,000,000 workmen who incline to us should have a good rifle and the necessary rounds of ammunition in his home and be prepared to back up his ballot with his bullets if necessary. Mr. Berger said that 'in order to be able to shoot some day', the Socialist Party must have con-

trol of the Government. He stated that in the final conflict a large part of the capitalist class would be wiped out, and concluded: 'The ballot may not count for much in a pinch.' "

Are not these views "discordant with the ethical sense of the community?"

Are they not the utterances of men who speak treason?

SPREAD OF SOCIALISTIC TEACHING

The following are extracts from the report of the Secretary of the Intercollegiate Socialist Society:

"In 1914 this organization had approximately sixty undergraduate and a dozen alumni chapters."

"Among the most active and largest chapters this year is the Union Theological Seminary, whose membership comprises about one-fourth of the college body."

I now quote Mr. Ralph Easley, Chairman of the Executive Council, of the National Civic Federation:

"Two years ago the head of one of the most fashionable schools for girls in New York declared herself, at one of the meetings of the Intercollegiate Socialist Society, as a member of the Socialist Party. When asked how it came about that the rich people of New York were

sending their daughters to a school conducted by such a prominent socialist, she replied: 'Oh, they don't know anything about it, and if they did I doubt if they would care, because they don't know what socialism is. At any rate, these daughters of the rich turn to Socialism as the flowers turn to the morning sun.'

"But the Intercollegiate Socialist Society has, as good running mates, the American Economic Association and the American Sociological Society, composed not of students but entirely of professors of economics and sociology in all the colleges of the United States. If the wealthy founders and patrons of those colleges had any sinister purpose in mind, as is so generally charged by the revolutionists, they certainly have fallen far short of the mark if the public utterances of the leaders of those organizations are any criterion. At the last annual meeting of these two societies held in Princeton, N. J., December 28-30, 1914, the annual address of the President of the American Economic Association was practically a declaration for socialism, while the annual address of the President of the American Sociological Society could be classed with the I. W. W. literature of the day.

"I said to a member, whom I knew to be anti-socialist: 'Why do you people stand for this kind of stuff? Why don't you hiss some of these declarations?' He replied 'The radicals have

captured both of these organizations, and while there are a few of us who are opposed to such doctrines, there are not enough of us to stem the tide.' I do not know how nearly correct was this professor's analysis, but if I were to judge alone from the friendly reception these addresses had I should say he was right.

"Nor do the socialists confine themselves to the colleges. They are organizing locals among the teachers and pupils in the public schools, and throughout the country there are many important schools in which a socialist teacher or a boy or girl pupil is quietly spreading the socialist doctrines."

INFLUENCE OF THE FOREIGN-BORN

How far this poison of Socialist propaganda of violence has entered the body politic of your University, you know perhaps better than do I.

It is probable, however, your student and teaching body has already been inoculated.

Has it never occurred to you how susceptible a University is that is situated in the large centers of population, such as Chicago, New York and Philadelphia?

The foreign born have made these great centers their sanctuary. Inbred through centuries of oppression, revolt has become an instinct second only to that of life itself. Ignorant of our ideals and of our history, and segregated through poverty

and their limitation of speech, it is not surprising that they fall an easy prey to their radical leaders.

Their children fill our schools, and, with greater appreciation of their advantages than the children of our native born, eagerly grasp their opportunities.

They graduate at the head of their classes in the common and high schools, and, with the same eagerness to learn, enter our universities.

The same intense desire for education finds them, upon graduation, prominent in scholastic attainments.

In the meantime, however, they have not grown through their social environment. Instinctively they have kept apart from the social and campus life. Their studious habits have prevented their association with their fellow students, and they graduate with as little conception of American university life as when they entered.

They enter your post graduate schools and attain their higher degrees, and then are turned out for the battle of life.

At no time in all these years has any decided effort been made individually to eradicate the spirit of revolt that is latent or active in all of them.

They have taken a high stand in mathematics, languages and economics. It is but natural, therefore, that in your selection of tutors and assistant professors these men should be chosen.

A rude awakening comes, however, with the realization that, unintentionally but surely, your young men in your colleges and institutions are being educated by those who themselves have warped ideas of our national life.

That these warped ideas are advocated in the class room is but natural. The pity is that many of those who teach them are sincere in their belief that what they teach is the American ideal.

A MENACE THAT SHOULD BE ENDED

I sometimes wonder if your problem would not be somewhat simplified as a university if Philadelphia itself had its own college.

I am unfamiliar as to the responsibility of the Trustees to the Alumni body of the University; nor do I know to what extent the Trustees are limited in their supervision and control of the teaching body.

I am clear, however, that you have no greater or higher duty today, in the interest of your Alma Mater and of our great country, than the immediate stamping out, if it exists, of this insidious and constantly growing menace to our Government.

It should be clearly understood that I do not object to a University's examining any theory of science or society; on the contrary it is the duty of a University to consider the theory of

Socialism, or any other doctrine of world organization. I do object however most earnestly to a University countenancing wittingly or unwittingly through consideration in its class rooms, any doctrine which encourages violations or the subversion of our form of government, or any change by other than constitutional and orderly methods. If this nation, or society itself, is to endure, it must be through the orderly evolution of thought and progress.

If, to accomplish this, it is necessary to curtail the right of free speech in your classrooms and by your professors, you are not only justified in so doing, but it is your most solemn duty.

WASHINGTON ON THE UNION

The second amendment to the Constitution states that the right of the people to keep and bear arms shall not be infringed. No one questions the propriety of the police regulation against the carrying of concealed weapons.

Yet a concealed weapon is a toy pistol compared to the danger that exists in the propaganda of Socialism, Syndicalism, I. W. W. ism, and any other 'Ism that proposes to establish Utopia by other than constitutional means.

In conclusion, has not the following quotation from the Farewell Address of our greatest American, whose birthday we celebrate today, a message of particular moment to all of us at this time?

"It is of infinite moment that you should properly estimate the immense value of your national union to your collective and individual happiness; that you should cherish a cordial, habitual and immovable attachment to it; accustoming yourselves to think and speak of it as of the palladium of your political safety and prosperity; watching for its preservation with jealous anxiety."

27181

END OF
TITLE